

Background Report: Sweden

Partner P5, CITY Conersity AB / Erik Wallin

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1. General information about *Lundaland* as a learning region in the Swedish context

1.1. *Facts and figures about Lundaland*

Lundaland is formally a non-governmental organization set up to initiate, manage and finance a Leader project within a specific territory in the southern part of Sweden where a number of grass-root driven micro-projects will be launched to create wealth in the rural areas of the territory.

The geographic area for these Leader Lundaland activities covers five different municipalities (Kävlinge, Lund (except City of Lund), Staffanstorp, Eslöv (south parts) and Lomma (except some urban areas) with a total of over 80 000 inhabitants. The map below shows the Lundaland territory within the Scania region in southern part of Sweden:



Figure 1: Lundaland region

Leader is a locally led approach to create wealth in rural areas within EU and can support local project initiatives up to 49% of the total project costs. To initiate, evaluate, support, finance and evaluate local projects, there must be a dedicated *Local Action Group* (LAG) set up by local and regional stakeholders from three sectors: idealistic associations, private companies, individual entrepreneurs and public authorities. These groups of stakeholders must be able to finance 51% of the micro-projects set up for the region. In the Lundaland case, the total budget for the seven-year period 2007 – 2013 is 40 MSEK of which idealistic and private partner has to co-finance projects with 12 MSEK. The rest must be financed by public authorities such as the involved municipalities.

1.2. Characteristics of the network of participants

The Leader concept is an EU-initiative for rural development and has been in force since 1991 with three seven-year cycles of Leader programs (1991-98, 1999-2006, 2007-2013). EU-resources are distributed to EU-member states and often to their state departments for agriculture and rural welfare agencies. The word “Leader” in this context is an acronym for the French expression “Liaison Entre Actions de Developpement l’Economie Rurale”. The Leader program has nowadays been mainstreamed and integrated to EU-member states rural development programs – rather than as a separate project support program for rural development. The current total EU funding for the Leader+ program (2007-2013) is 2.105 Mio. Euro to support almost 900 LAG-s within EU, of which Lundaland is one.

1.3. Mission and tasks for the network partners

A rather full description of the Leader approach is accessible from the EU-website: http://ec.europa.eu/agriculture/rur/leaderplus/pdf/factsheet_en.pdf

The principal model for working with the Leader approach is the following:

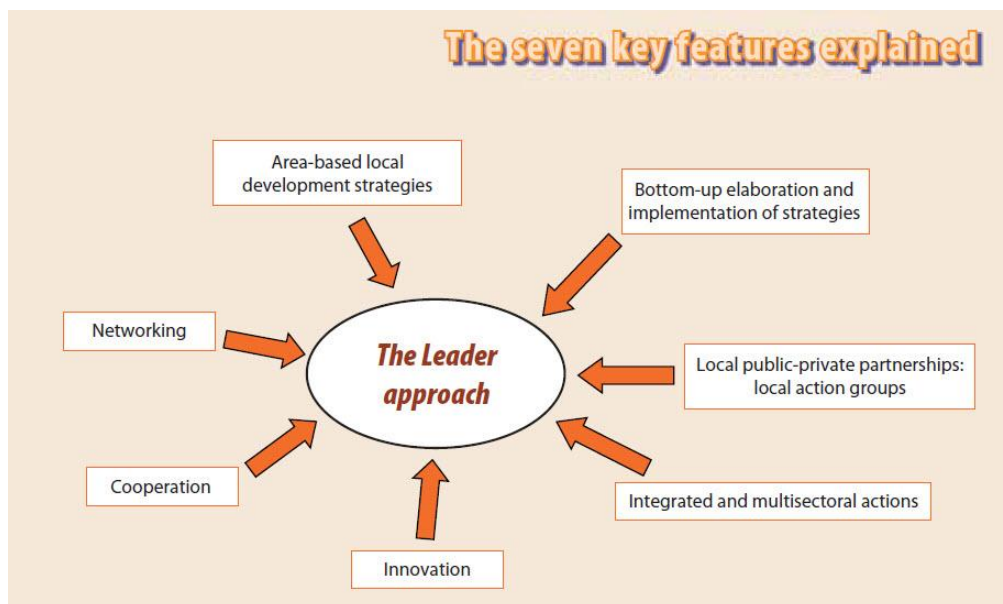


Figure 2: The Leader approach

1.4. *Assets of educational goods and delivery mechanisms*

A fact that should be noted is that the educational system is not explicitly handled as a necessary stakeholder in the typical Leader project. Leader projects are bottom-up defined and the learning processes follow the pedagogical frameworks for *learning-by-doing*, *learning-by-creating* and *learning-by-experimentation*, not learning-by-being-educated.

Today, the educational system is not made a formal partner or participant in the activities performed at Lundaland. Perhaps that is a signal about the current weaknesses of our traditional educational system that are based on a *push-model*: educational institutions push out to the market what they think are appropriate and relevant to learn. What is needed in the case of Lundaland is a more *pull-oriented model* where the micro-project partners and stakeholders can draw adequate and relevant learning resources to the participants from available schools, universities and vocational training institutions.

1.5. *Role and functioning of Lundaland in the local, regional, national and European context*

In the Scania region there are some five additional Leader areas working with the same model but adapted to the different local conditions and unique resources they have at hand. In Sweden there are almost hundred Leader areas and in Europe there are some 900 areas with support from the Leader+ program. Additional information about the Leader approach in the EU-context can be found at the website for the EU-founded *European Leader Observatory* at <http://ec.europa.eu/leaderplus>.

2. **Partners in Lundaland and their collaboration patterns**

2.1. *Typical interaction patterns*

The typical micro-project accepted for financing according to the Leader model has a budget of 500 kSEK, a duration of 1-2 years, project participants from most of the key stakeholder groups and an objective that is in accordance with the strategic plan for Lundaland where some key “landmarks” have been defined, such as:

- Local development
- Jobs in the countryside
- Entrepreneurship on the countryside
- Experiences
- Health and
- Nature- and cultural heritage

The most intense interaction is of course within the individual project and its team members. There are currently not dedicated support for an ICT-supported way of communication and collaboration within the teams, so the interaction pattern is close to what you have in a typical Swedish study circle when people meet in a locale in their shared neighborhood and have informal conversation about a current matter of concern for the project participants.

2.2. Locus of control

All activities are managed and controlled by a steering committee, a small management team and the individual micro-project owners. A dedicated office has been set up in *Kävlinge* in the centre of the Lundaland area. A full-time employed managing director, Annethe Yng, has been appointed to be the daily *chief executive officer* for what's going on in Lundaland. She has a background from IBM as a project manager.

2.3. Means of interaction and communication

Today there are a few means for interaction and communication developed to make meetings and discussions possible without physical travels within the region. A dedicated website has been launched as a central communication channel for those involved. See more at <http://www.leaderskane.se/Lundaland> where also the other Leader areas in Scania can be investigated further. There are much to do to establish a better infrastructure for ICT-supported communication and collaboration within Lundaland. Each project will normally have it's own set of ICT-resources to set up, manage and produce their results with no explicit ICT support available for collaboration between the different projects.

2.4. Main actors and their involvement in Lundaland

The management structure for Lundaland is defined by the set of rules defined for Leader areas in which the *LAG* is the key organizational unit. A *LAG* is the *Local Area Group* that is decisive in all matters of concern for the defined local area, in this case the Lundaland area.

The *LAG* is composed by a set of stakeholders in the area such as the local authorities (Public sector), local industry and business people (Private sector) and civic organizations and idealistic associations (Idealistic sector). The representatives of these stakeholders are elected for a period of one year. The current representatives in the *LAG* for Lundaland are presented below.

2.5. *The steering board of Lundaland*

Public sector representatives:

- Bo Polsten, Staffanstorps kommun
- Roland Palmqvist, Kävlinge kommun
- Mats Helmfrid, Lunds kommun
- Cecilia Lind, Eslövs kommun
- Staffan Hållö, Arbetsförmedlingen

Privat sector representatives:

- Gunnar Petersson, Flyinge Utveckling
- Jonas Öhrvik, Barsebäcks Golf & Countryclub
- Bertil Göransson, LRF
- Ebba Maria Olsson, Mossagården Eko AB i Veberöd
- Malin Olbe, Lantbruk Swepharm AB

Idealistic sector representatives:

- Bo Palmaer, Byarådsalliansen i Lunds kommun
- Erika Olausson, Föreningsaktiv landskapsarkitekt (Miljökompetens)
- Aimee Wentzel, Zwing it, Löddeköping
- Olle Möller, Staffanstorps föreningsallians
- Birgitta Nilsson, Torna Härads Hembygdsförening

3. **Management of Lundaland**

3.1. *Network management*

The network is composed of some three levels of stakeholders: the steering committee, the management team and the individual project participants.

- The steering committee meets every third month to make decisions on potential project proposals, whether to accept or reject them depending on the selection criteria defined and available financial resources.
- The management team meets daily to support and manage questions, requests and proposals from prospective project teams. The team is also responsible for the external communication and public relations with press, media and other interested partners.

- The projects, if accepted, will all have their project specific ways of management their project. Mostly they take advantage of the experiences of their project participants to define who will do what, how to do it, when it should be finished and how the tasks must be documented in terms of resources used and results achieved according to the accepted project work plan for the specific project.

3.2. Measures taken for monitoring of progress

At the different management levels there are of course different levels of monitoring progress, but at all levels the measures taken to measure progress are firmly related to the “landmarks” formulated as criteria for successful operations within Lundaland.

3.3. Management tools in use

Only at the management team level are some more sophisticated tools developed such as project management tools, Excel-sheets and reporting templates. The steering committee have access to some of these tools in order to keep them informed in more details of what is going on in the set of projects that are in preparation, are pending for approval, are in operational mode and those that have been finished and reported after completion. From a management perspective it is possible to identify a kind of “project life cycle” model in which different sets of management issues must be tackled. A more explicit “work-flow” model supported by modern ICT has not yet been established, though.

3.4. Quality management approach

As stated above, on all levels of management the “landmarks” are very important as criteria for evaluation of quality in the activities at Lundaland. A number of efforts have been taken to create a closer association between these rather general criteria (such as “Jobs in the country side”) to the concrete results from the projects supported (such as “Number of extended person hours in paid employments”).

3.5. Quality of Lundaland as a learning region

Lundaland has not (yet) been defined as a learning region. In fact the learning aspect of the activities going on in Lundaland has only been formulated implicit, not explicit. On the other hand, there is a general agreement among all stakeholders and participants in Lundaland, that there are a number of both individual and collective learning processes going on as an integral part of working in the projects or in working with the management of Lundaland as an organization.

5.1. Criteria and standards for quality assessment

Up till now, there are not explicit criteria for quality assessment of learning in Lundaland, not on the personal level and not on the top management level. All criteria are related to the project work outcome in terms of contributions to the “landmarks”, such as job creation.

5.2. Current quality practice

Quality assurance in the sense that all projects should contribute to the declared goals for Lundaland (“Landmarks”) is rather well in place as discussed earlier, but could of course be further developed with use of appropriate ICT tools and instruments.

5.3. Identified quality issues

Due to the rather many (10-25) but small (30 – 1000 kSEK as budget) and heterogeneous (different focus areas) projects that are managed within the Lundaland, there are problems to apply the same set of quality measurement to all projects and an adaptation to local contexts and project team participants (with different competency profiles) must be made in the assessment of progress and quality of results. Both the management team and the individual micro-project teams are complaining about the burden of filling in a number of formal documents and forms in order to get the project to start phase, to run it according to project plan and document the results that has been envisioned when the project was accepted as a Lundaland project.

4. Role of EU policies

6.1. EU policies as reflected in Lundaland

From a lifelong learning perspective, some of the key competences of lifelong learning that are actualized in the context of Lundaland are the following:

- Cultural expression
- Learn to learn
- Entrepreneurship

Lundaland is a good case for contributions within the *Grundtvig* sector, as most of the participants are adults and the projects are bottom-up generated from the citizens in the region.

6.2. Issues at stake

Some of the issues that are at stake in this case are the following:

- *Educational services* as they are offered in the traditional way versus *micro-learning on-demand*, i.e. opportunities to learn based on local needs and requirements and offered on-demand with a fit to the context of the learners.
- *Employability* concerns of traditional models versus *entrepreneurship*, i.e. instead of waiting to apply to a potential vacancy or new job on the job market people try to create their own job by orienting their specific competences as offers to potential clients or customers.
- *Flexibility and creativity* allowance for the micro-projects versus strict *adherence to the administrative routines* set up for documentation of the development process.

5. Issues for R3L+ for value adding to Lundaland

7.1. Benefits and value adding by R3L+

One of the key value adding process that R3L+ can contribute to Lundaland would be a systematic investigation and implementation of instruments that can make Lundaland a true learning organization that *learn from mistakes* made but also learn why the mistakes were made, for instance when it comes to the quality of

- micro-project proposals,
- how the accepted projects were performed and
- outcomes from such projects.

From another perspective, of course similar learning can take place by investigating the really good micro-projects to identify some common critical success factors for this kind of projects.

Tools and instruments for monitoring and analysis of the micro-projects would make it possible to formulate best-practice routines for a typical Leader area, such as Lundaland, to not only create local welfare over a period of time, but also create a lifelong learning culture in the region where “spontaneous” micro-project can be foreseen with other management structures and financial frames than those set up for a Leader area project.

In discussion with representatives of the steering committee and the management team for Lundaland, a very concrete suggestion has been described as a “*Project Startup Package*” with a set of ICT-tools and instruments available for the project

team to adapt to their specific project and project members including a set of templates and readymade forms for the administration of the project according to the format standards defined by the management team.

6. Transfer strategy for implementation of common quality framework

8.1. *Enabling factors, constraints and risks involved*

In order to contribute to such a proposed value-adding mechanism for conversion of Lundaland to a learning and entrepreneurship supporting organization we think that some specific ICT tools and instruments for micro-project monitoring and collaboration in teams will be needed. Some of these tools and instruments will be possible to develop and test within the R3L+ project by CCAB, based on experiences made earlier of how to make team work more effective and efficient by modern communication and collaboration technology.

8.2. *Objectives and stages of implementation process for Lundaland*

The more detailed plan for intervention into the current operations of Lundaland will be discussed later with representatives for the management staff of Leader Lundaland. CCAB has been invited to inform the steering committee and interested micro-project teams in more details about the R3L+ project in general and what specific support and services that R3L+ can offer of relevance for “Learning Lundaland”, i.e. the Leader area Lundaland *converted to a sustainable learning region* that – perhaps – also could include the *City of Lund*, which is not included in the defined area for Lundaland as the Leader approach is dedicated to rural country side development only.

A more general question for learning regions has then to be raised: *What* is most important to learn for a learning region and *How* should it be done? Is there perhaps meaningful to discuss a kind of general curriculum for a learning region and identify some few *key competences for a creative learning region*?